**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:** | | | **Date(s)**: |
| **Unit Title: Count numbers 0 to 30** | | | | **Corresponding Unit Task: Task 1 – Count On (Day 2)** | | |
| **Essential Question(s): What does a number represent? How do we use numbers? How are numbers arranged?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher: Song: Greg and Steve Number Rock** | | **Student: Objects in classroom** | | | **Count**  **Count On** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).** | | | | | |
| **I Can Statement(s): I can count to at least 15 and begin counting at a given number to 15.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Teacher introduces Greg and Steve song The Number Rock and teacher points to numbers during the song while everyone sings. | | | | | |
| **Teacher Directed: Teacher taps each child on the head as she counts for them to line up. As the class walks to café the teacher whisper counts each door they see on the right side of hall.** | | | | | |
| **Guided Practice: When they arrive in café, the students will count the number of tables, seats, windows etc. The students can count on after counting the previous things in the café. The class will come back to room and we will compare different characteristics of our classroom and the cafe. As a class, we count how many tables, windows, etc. and then count on from each number.** | | | | | |
| **Independent Practice: Students will work with a partner. They will choose 3 different classroom objects (such as tables, windows etc.) to count. Partners will count on to at least 15 for each object.** | | | | | |
| **Closing/Summarizing Strategy: Upon returning to their table, the students will count the number of children that sit at their table and count on from that number.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Use numbers higher than 15. * Write the numbers. | | | * Use smaller number than 15. | | | * Model the task. |
| **Assessment(s): Teacher observation** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |